The University of St. Thomas  
Clinical Mental Health Counseling Programs  
CMHC 5330 Research Foundations  
Summer I 2016

Instructor: J. O. Cooper, Ph.D.
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Work Phone: 832-510-9038
Office Hours: Anytime Online
E-mail: cooperjo@stthom.edu
Course Home Page: On Blackboard
Class Meeting: Wednesdays 1-5pm
Prerequisites: None.

Course Description: Designed to introduce quantitative and qualitative research designs, methods, and data analysis techniques in counseling. Topics include ethical issues in research, construction and evaluation of measurement tools, critical analysis of research methods, use and interpretation of descriptive and inferential statistics, and analysis and synthesis of qualitative data.

Learning Outcomes: This course is designed to support the student in mastery of the following CACREP competencies:

8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
e. evaluation of counseling interventions and programs
f. qualitative, quantitative, and mixed research methods
g. designs used in research and program evaluation
h. statistical methods used in conducting research and program evaluation
i. analysis and use of data in counseling
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Course-Specific Learning Outcomes
By the end of this course, you will be able to:

1. Describe the values, assumptions, and process of action research.
2. Formulate educational research questions and hypotheses.
3. Create a survey that reflects considerations of sampling, reliability, and validity.
4. Apply various action research designs to typical counseling research questions.
5. Analyze quantitative and qualitative data with the appropriate techniques.
6. Develop an action research plan to answer a research question of interest.

In addition to addressing the CACREP standards described above, this course is also designed to assist the student in her or his preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (Research Methods).

This course also addresses the following Catholic social justice dimensions:

**The Principle of the Common Good:** We promote the social conditions that allow people to reach their full human potential and to realize their human dignity.

**The Principle of Stewardship:** We show our respect for the Creator by our care for creation. We are also responsible to use our personal talents, health and property for the common good.

**The Principle of Participation:** People have a right and duty to participate in society, seeking together the common good and well-being of all.

This course is offered as a collaboration between the Clinical Mental Health Counseling program (CMHC) and the School of Education and Human Services (SEHS) Research Program. The mission of the Research Program is to cultivate educator-scholars by providing graduate-level instruction and mentorship in writing, evaluating scholarly literature, collecting and analyzing data, and developing evidence-based recommendations. The Research Program promotes social justice, academic integrity, critical thinking, and effective communication.

**Required Texts:**


**Recommended Texts:** None
Reserve Materials/Recommended Articles Posted on Blackboard: Please see Blackboard for links to additional readings.

Methods of Instructions and Conduct of the Course: This course is largely seminar-based, with a good deal of group work. Methods of instruction include mini-lectures, videos, class discussion, experiential activities, and reflective journaling.

Final Grade Distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
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<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80 – 82</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>77 – 79</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<td>D+</td>
<td>1.3</td>
<td>67 – 69</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>60 – 67</td>
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<td>F</td>
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Students must earn a letter grade of **B- or better** to receive credit for this class.

Grading:

I. Written Assignments: 65% of grade

This course is designed to be a practical, hands-on introduction to issues related to action research, data collection, data analysis, and interpretation of findings. The major assignments will assess your ability to apply research skills to an educational topic that you are interested in as well as your ability to make sense of others’ research.

1. Group AR survey construction, data collection, and data summary report (15%) – due 6/16
2. Group AR facilitated discussion (5%) - due 6/15
3. Partner interview and mini case study (10%) – due 6/20
4. Individual Research Plan and self-reflection (20%) – due 6/29
5. Individual Research Plan facilitated discussion (15%) – due 6/29
Details about each assignment are provided below, after the Course Schedule.

Assignments must be submitted to the instructor in Blackboard before 12:00 midnight on the due date. **Please name each file Lastname_Firstname_assignmentname.** It is your responsibility to ensure that the instructor receives your documents. Any assignment turned in late will receive half-credit maximum. In addition, failure to complete any assignment will result in a zero for the assignment grade and a one-half grade decrease of your final grade (e.g., if your final grade was a B, you would receive a B-).

All work must be written in APA style, using MS Word. Font must be Times New Roman, 12-point, and double-spaced, and margins must be 1-inch. Additional information will be provided in class and on Blackboard about the format and style of each assignment.

II. Participation and discussion: 35% of grade

Participation is defined as active contribution to class discussions and group activities, completion of Discussion Boards, and completion of Journal assignments (details provided below). You are expected to attend all sessions and participate in all activities in a professional manner. Any unprofessional behavior will result in zero credit for this portion of the grade.

If you miss one class period, one Discussion Board, or one Journal entry, you must meet with the instructor to discuss a plan for preventing future absences. Furthermore, if you miss a class, Discussion Board, or Journal entry, you will not receive participation credit for the missed session or assignment, regardless of the reason for absence or non-participation. Please keep the instructor informed of any emergency circumstances before an absence occurs so that alternative plans can be arranged. More than one absence or missed assignment may result in administrative withdrawal from the class.

You are expected to be punctual. More than one late attendance to class or will result in zero credit for participation for that session.

**Participation activities and percentage of overall course grade**

1. Journal 1 (5%) – due 6/8
2. Journal 2 (5%) – due 6/16
3. Journal 3 (5%) – due 6/27
4. In-class participation, Discussion Board, and statistical assignments (20%)

Description of Assignments
I. **General information:** All assignments must include an APA style cover page and (where applicable) reference page (see sample APA paper in the APA Resources menu in Blackboard). Citations and references, when used, should be in APA style. Please use Times New Roman 12 point font, double-spaced text, and 1-inch margins.

II. **Major Assignments (65% of grade)**

1. **Group Action Research Project - Survey construction, data collection, and summary report (15% of grade***):

   • Your team will create a brief (6) item survey and administer to the class on a topic of interest to the team. For the group project, the topic does not have to be on counseling, but it can be. The survey must include at least two quantitative (numeric) items and at least two qualitative (open-ended) items.

   • Using techniques you learn in class, your team will organize this information in a spreadsheet and select two techniques for summarizing the data (e.g., frequencies and percent, mean quantitative items and summary of themes for qualitative items).

   • You will then apply these techniques to the dataset and present the results in a report.

   • The report should be 2-3 pages (title page is not included in the page count). The report must include the following: research topic and research question; description of participants; analysis of findings and results; conclusions; and reflection on what the group learned from working on the project together. Place your tables and figures at the end of the report. Tables and figures are also not included in the page count of the report. Your team will post three separate files to BB—Excel spreadsheet containing the data, your group survey, and the summary report that includes the items listed above. **Post your survey, spreadsheet, and report as a group.**

   *Note: This assignment is a group grade.*

   • This assignment is designed to meet CACREP standards 8.f.g.h. and i.

2. **Group AR Project Facilitated Discussion assignment (5% of grade*)** – Design a PowerPoint (6-8 slides max and use the notes section to provide brief comments as necessary) to present your group’s findings from the survey. Carefully read information in Blackboard on how to facilitate a discussion. Be creative in the activities/activities
you choose to include in your facilitated discussion. **Post your PowerPoint as a group.** This assignment is designed to meet CACREP standards 8.f.g.h. and i.

*Note: This assignment is a group grade.*

3. **Partner interview and mini case study (10% of grade):** You will choose a partner from the class and identify 4-5 questions that you would like to ask him/her related to your individual research topic. You will then conduct the interview by phone, web conference, or in person (a written survey is not acceptable) and write a 2-3 page summary of your findings, not including your title page. If you want to tape the interviewee’s responses, you must obtain written consent before the interview is conducted. It is recommended that you think of a few questions that are related to your research topic, but keep in mind that not all people will have experience with your topic. Be sure to keep your research questions flexible and probe as appropriate. Conclude by discussing whether or not the information you obtained from your interview provided a different perspective on your research and if that perspective changed your approach. This assignment is designed to address CACREP standards 8.a.f.g.i. and j.

4. **Research plan (20% of grade):** See examples posted in BB. Use same format as shown in examples. After selecting an educational topic of interest (which can be the same topic that you wrote about in 6326 or a new topic), you will create a brief research plan describing a practical research study that you could conduct in the future. (Note: You will not conduct the study as part of this class.) The plan should involve quantitative methods and qualitative methods. Use action research to guide the development of your research plan. Include collaboration with others and include self-reflection on your choice of topic and methods. The plan should be 6-9 pages include the following sections:

- **Introduction & brief literature review (2-3 pages):** Introduce your topic and synthesize the findings of four or more peer-reviewed journal articles on this topic. You may use the same articles that you used in the annotated bibliography that you wrote in 6326, if you are examining the same topic. At least one of the articles must have contradictory findings or present a different perspective. Of the four articles you chose, you must include at least one quantitative and one qualitative article in the literature review. End this section with a **statement of the research question and/or hypothesis**.

- **Description of method (2-3 pages):** Present your plan for collecting data. You should include paragraphs that answer the following questions (structure this section using APA Level 2 headings for each paragraph):
  - **Participants:** Who would participate in your study?
• **Measures:** What questionnaires, tests, interview questions, or other instruments would you use to collect data? Be sure to explain how you would improve the reliability and validity of these methods.

• **Design and Procedure:** What type of research design would you use, and what steps would you take to collect data? Use mixed methods approach.

• **Data analysis:** What data analysis techniques would you use to make sense of your data? Include quantitative and qualitative analyses.

• **Self-reflection (2-3 pages):** Self-reflect on how your research plan reflects your growth as an action researcher include the influence of your values/biases, research ethics, most important learnings, ideas and concepts you may have already incorporated with specific example(s), and how you anticipate using what you have learned about action research in the future (be specific).

• This assignment is designed to address CACREP standards 8.a.e.f,g,h,i. and j.

5. **Facilitated discussion (15% of grade):** Design a PowerPoint (6-8 slides max and use the notes section to provide brief comments as necessary) to present your research plan key points. Prepare activities that creatively engage the class in a discussion of your research. **Post your PowerPoint, handouts, and/or outline of your facilitated discussion.**

This assignment is designed to address CACREP standards 8.a.e.f,g,i. and j.

III. **Participation Assignments (35% of grade)**

1. **Journal entries (15% of grade):** You will complete three journal entries that involve self-reflection about action research, social justice, and your own work. These will be shared with the professor, who will grade them in terms of completeness, organization, and writing. The goal of these journal assignments is to encourage you to think about how various action research concepts might be useful in your day-to-day work, and to reflect on how action research can be used to promote social justice. Journal entries should be a minimum of three paragraphs. Journals will only be seen by you and the instructor. These assignments are designed to address CACREP standards 8.a. and j.

2. **In-class participation, Discussion Board participation, and statistical assignments (20% of grade):** You are expected to participate actively in class and group discussions. You will have a small number of Discussion Board participation assignments (see schedule,
below), which serve to reinforce in-class concepts and assist with other assignments. In addition, six statistical assignments (graded as Complete/Incomplete) cover application of statistical knowledge to journal articles.

Academic Integrity and Standards of Conduct:

Academic Integrity
As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

Plagiarism involves taking credit for another person’s work. You must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism.

Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if you remain uncertain about the guidelines for using and citing source material after these issues are addressed in class, you should seek input from the instructor.

Blackboard
Course materials are placed on UST’s content management system, Blackboard.

Recording Class Lectures
With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).
Weather-Related Cancellations or Changes to Schedule
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

Learning Disabilities or Differences
To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

Writing Center
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crooker Center.

Technology
This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at www.firefox.com or www.google.com/chrome.) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu).

Communication Devices
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class. Cell phones and other electronic devices must be turned off during class. If you need to take a call because of an emergency should alert the instructor before class, keep the phone on vibrate, and step out to take the call. Laptops are permitted for note-taking. Use of laptops for any other reason (e.g., email, chatting, surfing the web) will result in zero credit for the participation portion of the grade.

Incomplete Grades
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

Withdrawal from Course
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.

**Course Evaluation at the End of the Semester**

Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process. The research program and your instructor greatly value feedback. In addition to providing informal feedback throughout the course, you are strongly encouraged to complete the end-of-course evaluation. This is one of the main ways we have to assess the quality of the course (and the instructor) and make improvements. The University of St. Thomas uses IDEA Center’s evaluation. As part of this evaluation, you will be asked to rate how effective the course and the instructor were for helping you achieve the following objectives.

Please be thoughtful in your evaluation and provide suggestions for improvement. We strive for a 100% response rate, with reliable and valid responses!

**Evaluating the Course: IDEA Course Objectives**

IDEA #3: Learning to *apply* course material (to improve thinking, problem solving, and decisions).

IDEA #9: Learning how to find and use resources for answering questions or solving problems.

IDEA #10: Developing a clearer understanding of, and commitment to, personal values.

IDEA #12: Acquiring an interest in learning more by asking questions and seeking answers.
### Schedule of Class Sessions:

<table>
<thead>
<tr>
<th>BB Learning Module</th>
<th>Date</th>
<th>Instructional Focus</th>
<th>Learning Outcomes</th>
<th>Activities</th>
<th>Assignments due</th>
<th>CACREP Standards</th>
</tr>
</thead>
</table>
| Orientation        | Pre-class | **Orientation and Introduction** |  | ✓ Review Blackboard.  
✓ Review syllabus.  
✓ Read course policies carefully (in syllabus).  
✓ Take Orientation quiz. | Please complete the Orientation activities prior to the first class meeting. |                  |
| Week 1             | 1    | 6/1 | **What is action research? Values, assumptions, and process Ethics in research** | 1 | ✓ Discuss syllabus and policies.  
✓ Mini-lecture – Action Research (AR).  
✓ Select group members for Ethics Project and for Group AR project.  
✓ Video (Brown Eyes – Blue Eyes) and class discussion.  
✓ Review overview of Group AR project.  
✓ Select topic and research question for Group AR project (in groups). | ✓ 6327 Pre Survey (in class) | 8.a.e.f.g.j. |
| Week 1 | 2 | Post-class | **Who am I as an ethical action researcher?** Developing your research identity | 1 | ✓ Reading (see Blackboard).  
✓ Complete Rokeach Values Survey (linked in Blackboard).  
✓ Watch assigned video on Ethical Issues and complete Ethics in Research DB.  
✓ Review overview of reflective journaling. | ✓ Rokeach Values Survey assignment due 6/2  
✓ Ethics in Research Discussion Board: Group post due 6/2 and individual reply due 6/6. | 8.a.f.g.j. |
|---|---|---|---|---|---|---|---|
| Week 2 | 3 | Pre-class | **What would happen if...?** Formulating action research questions and hypotheses | 2 | ✓ View mini-lectures.  
✓ Identify articles for Group AR Project literature review. | ✓ Group AR Project – Literature Review Discussion Board: Individual post due 6/6 | 8.a.e.f.g.j. |
| | 4 | 6/8 | **What do people think about...?** Survey data collection | 3 | ✓ As a group, discuss literature reviewed.  
✓ Brainstorm initial set of survey questions, discuss as a group, and finalize questions.  
✓ Individually, identify a situation for reflective journaling. | ✓ Group AR Project – Survey Discussion Board: Group post due 6/8  
✓ Journal 1 due 6/8 | 8.a.e.f.g.j. |
## Week 2

**5**
- **Post-class**
- **What are the data telling me?**
  - Getting to know your data – descriptive statistics and graphing
- **3**
  - ✓ Administer survey (see instructions in BB).
  - ✓ Watch Video on data management.
  - ✓ Enter survey data into spreadsheet (see BB for instructions).
  - ✓ Reading (see Blackboard).
  - ✓ View mini-lecture.
  - ✓ Video on descriptive statistics.
  - ✓ Videos on APA tables and figures.
  - ✓ Analyze survey data as a group.
- **8.a.e.f.g.h.i.j.**

## Week 3

**6**
- **Pre-class**
- **Are my results meaningful?**
  - Sampling, reliability, and validity
- **3**
  - ✓ Reading (see Blackboard).
  - ✓ View mini-lecture.
  - ✓ Self-check quiz.
  - ✓ Identify individual research plan topic, question and hypothesis.
  - ✓ Prepare group facilitated discussion.
- **8.a.e.f.g.j.**

**7**
- **6/15**
- **What is this person’s experience?**
  - Qualitative research methods
- **4,5**
  - ✓ Group facilitated discussion of AR Project in class.
- **8.a.e.f.g.j.**
| Week 3 | 8 | Post-class | Application and evaluation of qualitative research | 4,5 | ✓ Group discussion on group effectiveness feedback in class.  
✓ Refine individual research question and hypothesis.  
✓ Mini-lecture.  
✓ Choose partner for mini case study.  
✓ Develop questions for mini case study interview. | ✓ Group post due 6/15  
✓ Group Member Assessment (for professor only) due 6/15  
✓ Bring group member effectiveness form to class to discuss with group members. | ✓ Reading (linked in BB).  
✓ Watch video on qualitative research.  
✓ Conduct partner interview for mini case study and post mini case study interview summary (see example in BB).  
✓ Work on research plan – literature review. | ✓ Group summary report, survey, and data spreadsheet due 6/16.  
✓ Journal 2 due 6/16.  
✓ Individual Research plan – topic, question, and hypothesis Discussion Board: Individual post due 6/16 | 8.a.e.f.g.j. |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>9</th>
<th>Pre-class</th>
<th>Are these two factors related? Non-experimental research methods</th>
<th>4,5</th>
<th>✓ Work on research plan – literature review. ✓ Reading (see Blackboard). ✓ Mini-lecture. ✓ Find one qualitative article and one quantitative article about research topic. Summarize the research question, hypothesis, method, and results, and bring to next class.</th>
<th>✓ Mini case study due 6/20</th>
<th>8.a.e.f.g.h.i.j.</th>
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<tbody>
<tr>
<td>10</td>
<td>6/22</td>
<td>Application and Evaluation of non-experimental research methods Interpreting Pearson’s r and Chi square</td>
<td>4,5</td>
<td>✓ Discuss qualitative and quantitative research articles (in groups) ✓ Mini-lecture ✓ Chi-square, correlation, t-test, and one-way ANOVA assignments (completed in class in groups) ✓ Complete course evaluation</td>
<td>✓ Chi-square and correlation assignments due 6/22 (completed in class in groups)</td>
<td>8.a.e.f.g.h.i.j.</td>
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<tr>
<td>Week</td>
<td>Day</td>
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<td>Topic</td>
<td>Assignments</td>
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<td>11</td>
<td>Post-class</td>
<td>Are these groups different? Interpreting unpaired $t$ tests, one-way ANOVA, and factorial ANOVA</td>
<td>✓ Work on research plan - methods&lt;br&gt; ✓ Reading (see Blackboard)&lt;br&gt; ✓ Mini-lecture, tutorial, and video on $t$ tests, one-way ANOVA, and factorial ANOVA.</td>
<td>✓ Independent $t$ test, one-way ANOVA, and factorial ANOVA assignments due 6/23</td>
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<td>5</td>
<td>12</td>
<td>Pre-class</td>
<td>Is there an improvement or change? Interpreting paired $t$ tests and repeated measures ANOVA</td>
<td>✓ Reading (see Blackboard).&lt;br&gt; ✓ Mini-lecture.&lt;br&gt; ✓ Watch videos on $t$ tests, repeated measures ANOVA, and effect size.&lt;br&gt; ✓ Prepare facilitated discussion on research plan.</td>
<td>✓ Dependent $t$ test and repeated measures ANOVA assignments due 6/27&lt;br&gt; ✓ Journal 3 due 6/27</td>
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<td>5</td>
<td>13</td>
<td>6/29</td>
<td>Individual Action Research Plan and Facilitated Discussion</td>
<td>✓ Conduct individual facilitated discussion on research plan</td>
<td>✓ Facilitated discussion ppt, handouts, and/or outline due 6/29&lt;br&gt; ✓ Research plan and self-reflection due 6/29</td>
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<tr>
<td>5</td>
<td>14</td>
<td>Post-class</td>
<td>Course wrap-up</td>
<td>✓ Final self-assessment (post-survey).</td>
<td>✓ 6327 Post-Survey due 6/30&lt;br&gt; ✓ Review all required assignments and</td>
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<td>make sure they are posted to BB by 6/30</td>
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*The instructor reserves the right to make changes to this syllabus during the semester. Please check Blackboard on a regular basis for updated information, announcements, and handouts.*